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ABSTRACT

Intended for use as a guide in the preparation of a locally approved media skills continuum, this publication lists skills appropriate for grades K through 12 within five competency goal areas: (1) orientation and organization--the learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections; (2) selection and utilization--the learner will select and use materials and equipment appropriate to personal needs and classroom assignments; (3) comprehension and application--the learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere; (4) production and presentation--the learner will design, produce, and/or select a variety of media formats to present information; and (5) appreciation--the learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation. Media skills are listed cumulatively within each goal area so that a teacher using the list for any particular grade will be aware of skills already introduced in previous grades. (ESR)

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Prototype Grade-by-Grade Media Skills Continuum

ATTENTION!

Media professionals have requested a grade-by grade media skills continuum for several years. This year, a group of media coordinators from across the state assisted the School Media Programs staff in developing a *Prototype* continuum based on COMPETENCY GOALS AND PERFORMANCE INDICATORS - K-12.

Local school personnel are encouraged to study the *Prototype* in light of any existing sequential media skills program. The information should be particularly helpful to school systems that have not developed a media skills continuum.

It would be useful to give teachers the skills appropriate for the grades they teach. Because the skills are cumulative, teachers are made aware of skills already introduced, as well as those needing introduction and reinforcement.

It is important for school systems to recognize that the *Prototype* is to be used as a guide in the preparation of a locally approved media skills continuum.

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IR010788

Division of School Media Programs
Department of Public Instruction
Raleigh, North Carolina
August, 1982

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

KINDERGARTEN

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

1.01 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures, the learner will:

- name media center personnel
- follow oral, graphic, and simple written instructions for using the center
- check out and return resources
- locate and identify various areas of the media center
  - easy book
  - listening/viewing
  - nonprint
  - magazine
  - circulation
  - storytelling
  - large group

1.02 Identify simple media terms after having been introduced to them--e.g., book card, book pocket, library/media center.

1.03 Locate and identify various resources in the media center, such as:

- magazines
- newspapers
- paperbacks
- easy books
- sound books
- pictures
- study prints
- transparencies
- globes
- maps
- art prints
- sound filmstrips
- filmstrips
- audiocassettes
- films
- videocassettes
- records
- record players
- filmstrip viewers/projectors
- television receivers
- audiocassette players/recorders
- videocassette players/recorders
- radios
- overhead projectors
- film projectors
- sound filmstrip viewers/projectors
- simple cameras
- computers
- headsets and jackboxes
- video cameras

1.05 Identify some services and resources available at the public library, after a discussion and/or tour of a public library.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.01 Select from the following media and begin to use listening and viewing skills to obtain information in all curricular areas:

- . easy books
- . magazines
- . records
- . sound books

2.02 Begin to use alphabetical order to locate easy books.

2.03 Follow oral, graphic, and simple written instructions for using materials and equipment.

2.04 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment.

- . records/record players
- . filmstrips/filmstrip viewers
- . educational television programs/television receivers
- . audiocassettes / cassette players and recorders
- . transparencies/overhead projectors
- . headsets/jackboxes
- . radios

2.05 Use the following features of print materials to find information:

- . covers
- . illustrations

2.08 Begin to select and use print and nonprint materials guided by personal interest. (See 2.01)

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.01 Follow oral, graphic, and simple written instructions for using the media center and its resources.

3.03 Demonstrate an understanding of the following features of print materials. (See 2.05)

3.08 Apply listening and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media. (See 2.01)

3.09 Begin to differentiate between fact and fiction and between verbal and nonverbal communication encountered in various media.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.01 Follow a specified procedure for producing materials which communicate information or ideas.

4.02 Operate simple equipment for production and presentation.

- audiocassette recorders
- overhead projectors

4.03 Present information and creative ideas through personally designed and produced media.

- student-produced books
- story illustrations
- murals
- cassette tape recordings
- filmstrips for overhead projector
- handmade transparencies
- book jackets
- bookmarkers
- puppets

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.01 Select materials for pleasure and personal information. (See 2.01)

5.02 Demonstrate an appreciation for literature by choosing outstanding titles.

5.03 Begin to identify outstanding authors and illustrators.

5.04 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.

5.05 Choose to browse through easy print and nonprint materials and participate in educational games and puzzles during leisure time.

5.06 Recognize television programs and motion pictures having educational value.

5.07 Begin to understand and acknowledge the concept of authorship (writing and illustrating).

5.08 Demonstrate an understanding of the rights of others by working individually or in a group without disturbing those nearby.

5.09 Share knowledge about media center use with others.

5.10 Treat the facility, materials and equipment with care and show respect for media personnel when using the media center independently or in groups.

5.11 Choose to assist with simple media tasks.

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

1.01 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures, the learner will:

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- follow oral, graphic, and simple written instructions for using the center
- check out and return resources
- locate and identify various areas of the media center
  - easy book
  - listening/viewing
  - nonprint
  - magazine
  - circulation
  - storytelling
  - large group

1
- reference
- nonfiction
- fiction
- production

1.02 Identify simple media terms after having been introduced to them--e.g., book card, book pocket, library/media center.

1.03 Locate and identify various resources in the media center.

K
- magazines
- newspapers
- paperbacks
- easy books
- sound books
- pictures
- study prints
- transparencies
- globes
- maps
- art prints
- sound filmstrips
- filmstrips
- audiocassettes
- films
- videocassettes
- records

1
- reference books
- nonfiction books

K
- record players
- filmstrip viewers/projectors
- television receivers
- audiocassette players/recorders
- videocassette players/recorders
- radios
- overhead projectors
- film projectors
- sound filmstrip viewers/projectors
- simple cameras
- computers
- headsets and jackboxes
- video cameras

1
- thermal copiers
- opaque projectors
- instamatic cameras and copy-stands with prefocused lenses

1.04 Locate specific title or type of reference materials.

1
- pictionaries
- dictionaries
- precyclopedias
- magazines
- simple single volume reference books

1.05 Identify some services and resources available at the public library, after a discussion and/or tour of a public library.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.01 Select from the following media and begin to use reading, listening, and viewing skills to obtain information in all curricular areas.

K
- easy books
- magazines

K
- records
- sound books

2.02 Use alphabetical order (one letter) to locate materials and begin to find information. (See 2.01 and 1.04)

2.03 Follow oral, graphic, and simple written instructions for using materials and equipment.

2.04 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment.

K
- records/record players
- filmstrips/filmstrip viewers
- educational television programs/television receivers
- audiocassettes / cassette players and recorders
- transparencies/overhead projectors
- headsets and jackboxes
- radios

2.05 Use the following features of print and nonprint materials to find information.

K
- covers
- illustrations

1
- spines
- maps
- charts
- title pages/frames
- titles

2.08 Select and use print and nonprint materials guided by personal interest. (See 2.01)

2.10 Begin to select and use general reference sources. (See 1.04)

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.01 Follow oral, graphic, and simple written instructions for using the media center and its resources.

3.02 Alphabetize by one letter and demonstrate an understanding of letters on the spines of books.

3.03 Demonstrate an understanding of the following features of print materials. (See 2.05)

3.08 Apply reading, listening and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media. (See 2.01)

3.09 Begin to differentiate between fact and fiction and between verbal and nonverbal communication encountered in various media.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.01 Follow a specified procedure for producing materials which communicate information or ideas by:

1
- stating the purpose for a production activity
- preparing a simple oral plan

4.02 Operate simple equipment for production and presentation.

K
- audiocassette recorders
- overhead projectors

1
- simple cameras
- instamatic cameras and copystands with prefocused lenses

4.03 Present information and creative ideas through personally designed and produced media.

K
- student-produced books
- story illustrations
- murals
- cassette tape recordings
- filmstrips for the overhead projector
- handmade transparencies
- book jackets
- bookmarkers
- puppets

1
- dioramas
- photographs
- photographic slides

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.01 Select materials for pleasure and personal information as well as in conjunction with classroom assignments. (See 2.01)

5.02 Demonstrate an appreciation for literature by choosing outstanding titles.

5.03 Identify outstanding authors and illustrators, and be familiar with their work.

5.04 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.

5.05 Choose to browse through easy print and nonprint materials and participate in educational games and puzzles during leisure time. (See 2.01)

5.06 Recognize television programs and motion pictures having educational value.

5.07 Continue to understand and acknowledge the concept of authorship (writing and illustrating).

5.08 Demonstrate an understanding of the rights of others by working individually or in a group without disturbing those nearby.

5.09 Share knowledge about media center use with others.

5.10 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.

5.11 Choose to assist with simple media tasks.

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

1.01 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures, the learner will:

K
- name media center personnel
- follow oral, graphic, and simple written instructions for using the center
- check out and return resources
- locate and identify various areas of the media center
  - easy book
  - listening/viewing
  - nonprint
  - magazine
  - circulation
  - storytelling
  - large group

1
- reference
- nonfiction
- fiction
- production

1.02 Identify simple media terms after having been introduced to them -- e.g., book card, book pocket, library/media center.

1.03 Locate and identify various resources in the media center.

K
- magazines
- newspapers
- paperbacks
- easy books
- sound books
- pictures
- study prints
- transparencies
- globes
- maps
- art prints
- sound filmstrips
- filmstrips
- audiocassettes
- films
- videocassettes
- records

1
- reference books
- nonfiction books

2
- fiction

K
- record players
- filmstrips viewers/projectors
- television receivers
- audiocassette players/recorders
- videocassette players/recorders
- radios
- overhead projectors
- film projectors
- sound filmstrip viewers/projectors
- simple cameras
- computers
- headsets and jackboxes
- video cameras

1
- thermal copiers
- opaque projectors
- instamatic cameras and copy with prefocused lenses

1.04 Locate specific title or type of reference material.

1
- . pictionaries
- . dictionaries
- . precyclopedias
- . magazines
- . simple single volume reference books

2
- . beginning thesaurus

1.05 Identify some devices and resources available at the public library, after a discussion and/or tour of a public library.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.01 Select from the following media and use reading, writing, listening, and viewing skills to obtain information in all curricular areas.

K
- . easy books
- . magazines
- . records
- . sound books

2
- . audiocassettes
- . nonfiction
- . sound filmstrips
- . filmstrips
- . study prints

2.02 Use alphabetical order (two letters), as well as indexes and guide words to locate materials and begin to find information. (See 1.04 and 2.01)

2.03 Follow oral, graphic, and simple written instructions for using materials and equipment in the media center.

2.04 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment.

K
- . records/record players
- . filmstrips/filmstrip viewers
- . educational television programs/television receivers
- . audiocassettes/cassette players and recorders
- . transparencies/overhead projectors
- . headsets and jackboxes
- . radios

2
- . filmstrip projectors
- . videocassettes/videocassette players
- . computer programs/computers

2.05 Use the following features of print and nonprint to find information.

K
- covers
- illustrations

1
- spines
- maps
- charts
- title pages/frames
- titles

2
- tables of contents
- captions
- indexes
- map legends
- graphs
- credits

2.06 Begin to select information based on the following divisions of the Dewey Decimal Classification System.

2
- folklore
- biography
- poetry
- other sections related to the curriculum

2.08 Select and use print and nonprint materials guided by personal interest, advantages of format, needs, and level of difficulty. (See 2.01)

2.10 Select and use general reference sources. (See 1.04)

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.01 Follow oral, graphic, and simple written instructions for using the media center and its resources.

3.02 Alphabetize through two letters and demonstrate an understanding of guide letters and words on the spines of books and pages of precyclopedias and dictionaries.

3.03 Demonstrate an understanding of the following features of print materials. (See 2.05)

3.07 Restate information from brief, factual articles orally or in one written sentence, naming the source.

3.08 Apply reading, writing, listening and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media. (See 2.01)

3.09 Continue to differentiate between fact and fiction in nonprint commercials and print advertisements, and between verbal and nonverbal communication encountered in various media.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.01 Follow a specified procedure for producing materials which communicate information or ideas by:

1
- stating the purpose for a production activity
- preparing a simple oral or written plan

4.02 Operate simple equipment for production and presentation.

K
- audiocassette recorders
- overhead projectors

1
- simple cameras
- instamatic cameras and copystands with prefocused lenses

2
- thermal copiers

4.03 Present information and creative ideas through personally designed and produced media.

K
- student-produced books
- story illustrations
- murals
- cassette tape recordings
- filmstrips for the overhead projector
- handmade transparencies
- book jackets
- bookmarkers
- puppets

1
- dioramas
- photographs
- photographic slides

2
- flannel board stories
- maps
- thermal filmstrips
- thermal transparencies

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.01 Select materials for pleasure and personal information as well as in conjunction with classroom assignments. (See 2.01)

5.02 Demonstrate an appreciation for literature by choosing outstanding titles.

5.03 Identify outstanding authors and illustrators, and be familiar with their work.

5.04 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.

5.05 Choose to browse through easy print and nonprint materials and participate in educational games and puzzles during leisure time.

5.06 Recognize television programs and motion pictures having educational value.

5.07 Continue to understand and acknowledge the concept of authorship. (writing and illustrating)

5.08 Demonstrate an understanding of the rights of others by working individually or in group without disturbing those nearby.

5.09 Share knowledge about media center use with others.

5.10 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.

5.11 Choose to assist with simple media tasks.

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GRADE 3

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

1.01 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures, the learner will:

K
- name media center personnel
- follow oral, graphic, and simple written instructions for using the center
- check out and return resources
- locate and identify various areas of the media center
  - easy book
  - listening/viewing
  - nonprint
  - magazine
  - circulation
  - storytelling
  - large group

1
- reference
- nonfiction
- fiction
- production

1.02 Identify simple media terms after having been introduced to them--e.g., book card, book pocket, library/media center.

1.03 Locate and identify various resources in the media center.

K
- magazines
- newspapers
- paperbacks
- easy books
- sound books
- pictures
- study prints
- transparencies
- globes
- maps
- art prints
- sound filmstrips
- filmstrips
- audiocassettes
- films
- videocassettes
- records

1
- reference books
- nonfiction books

2
- fiction books

K
- record players
- filmstrip viewers/projectors
- television receivers
- audiocassette players/recorders
- videocassette players/recorders
- radios
- overhead projectors
- film projectors
- sound filmstrip viewers/projectors
- simple cameras
- computers
- headsets and jackboxes
- video cameras

1
- thermal copiers
- opaque projectors
- instamatic cameras and copystands with prefocused lenses

1.04 Locate specific title or type of reference material.

1
- . pictionaries
- . dictionaries
- . precyclopedias
- . magazines
- . simple single volume reference books

2
- . beginning thesaurus

3
- . general encyclopedias
- . card catalog
- . telephone directories
- . beginning atlases
- . information file

1.05 Identify some services and resources available at the public library, after a discussion and/or tour of a public library.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.01 Select from the following media and continue to use reading, writing, listening, and viewing skills to obtain information in all curricular areas.

K
- . easy books
- . magazines
- . records
- . sound books

2
- . audiocassettes
- . nonfiction
- . sound filmstrips
- . filmstrips
- . study prints

3
- . transparencies
- . videocassettes
- . fiction
- . computer programs

2.02 Use alphabetical order (three letters) as well as indexes and guide words to locate materials and begin to find information. (See 1.04 and 2.01)

2.03 Follow oral, graphic, and written instructions for using materials and equipment.

2.04 Use materials requiring equipment for listening and/or viewing and operate accompanying equipment.

K
- . records/record players
- . filmstrips/filmstrip viewers
- . educational television programs/television receivers
- . audiocassettes / cassette players and recorders
- . transparencies/overhead projectors
- . headsets and jackboxes
- . radios

2
- . filmstrip projectors
- . video cassettes/video cassette players
- . computer programs/computers

3
- . sound filmstrips/sound filmstrip viewers and projectors
- . opaque projectors

2.05 Use the following features of print and nonprint materials to find information:

K
- covers
- illustrations

1
- spines
- maps
- charts
- title pages/frames
- titles

2
- tables of contents
- captions
- indexes
- map legends
- graphs
- credits

3
- map scales
- glossaries

2.06 Select information based on the Dewey Decimal Classification System.

2
- folklore
- biography
- poetry
- other sections related to the curriculum

2.07 Begin to select materials in various formats from the card catalog by author, title, and subject.

2.08 Continue to select and use print and nonprint materials guided by personal interest, advantages of format, needs, and level of difficulty. (See 2.01)

2.09 Continue to identify, select, and use simple fiction and nonfiction materials in a variety of formats. (See 2.01)

2.10 Continue to select and use general reference sources. (See 1.04)

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.01 Follow oral, graphic, and simple written instructions for using the media center and its resources.

3.02 Alphabetize through three letters and demonstrate an understanding of guide letters and words on the spines of books and pages of encyclopedias and dictionaries.

3.03 Demonstrate an understanding of the following features of print materials. (See 2.05)

3.04 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels of nonprint media by locating books and materials.

3.05 Understand that the card catalog is an alphabetical index to materials in the media center and begin to locate information by:

3
- using guide letters to select correct catalog drawer
- using guide cards to locate entries in catalog drawer
- recognizing that author, title, and subject cards exists as keys for locating resources
- recognizing that author cards are filed by surnames
- disregarding "a," "an," or "the" at the beginning of an entry
- using call numbers from the card catalog to locate fiction and nonfiction
- selecting audiovisual materials by format designated in call numbers
- using key words when searching for information

3.06 Begin to comprehend the unique properties of nonprint media and their accompanying equipment.

3.07 Restate information from brief factual articles in one sentence or one paragraph, naming the source.

3.08 Apply reading, writing, listening and/or viewing skills to identify sequences, main ideas, relationships, and specific information in a variety of media. (See 2.01)

3.09 Continue to differentiate between fact and fiction in nonprint commercials and print advertisements, and between verbal and non-verbal communication encountered in various media.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.01 Follow a specified procedure for producing materials which communicate information or ideas by:

1
- stating the purpose for a production activity
- preparing a simple oral or written plan--e.g., script/storyboard

4.02 Operate simple equipment for production and presentation.

K
- audiocassette recorders
- overhead projectors

1
- simple cameras
- instamatic cameras and copystands with prefocused lenses

2
- thermal copiers

3
- opaque projectors

4.03 Present information and creative ideas through personally designed and produced media.

K
- student-produced books
- story illustrations
- murals
- cassette tape recordings
- filmstrips for the overhead projector
- handmade transparencies
- book jackets
- bookmarkers
- puppets

1
- dioramas
- photographs
- photographic slides

2
- flannelboard stories
- maps
- thermal filmstrips
- thermal transparencies

3
- charts
- graphs
- simple newspapers
- posters

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.01 Select materials for pleasure and personal information as well as in conjunction with classroom assignments. (See 2.01)

5.02 Demonstrate an appreciation for literature by choosing outstanding titles.

5.03 Identify outstanding authors and illustrators, and be familiar with their work.

5.04 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.

5.05 Choose to browse through easy print and nonprint materials, and participate in educational games and puzzles during leisure time. (See 2.01)

5.06 Recognize television programs and motion pictures having educational value.

5.07 Continue to understand and acknowledge the concept of authorship (writing and illustrating).

5.08 Demonstrate an understanding of the rights of others by working individually or in a group without disturbing those nearby.

5.09 Share knowledge about media center use with others.

5.10 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.

5.11 Choose to assist with simple media tasks.

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EDUCATION BLDG., ROOM 252
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GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collection.

1.06 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures, the learner will:

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- . name media center personnel
- . follow oral and written instructions for using the center
- . check out and return resources
- . locate and identify various areas of the media center
  - - easy book
  - - listening/viewing
  - - nonprint
  - - magazine
  - - circulation
  - - storytelling
  - - large group

1
- - reference
- - nonfiction
- - fiction
- - production

1.07 After reviewing simple media terms, identify newly introduced advanced terms--e.g., periodical, bibliography.

1.08 Locate and identify more specialized resources in the media center.

K
- . magazines
- . newspapers
- . paperbacks
- . easy books
- . sound books
- . pictures
- . study prints
- . transparencies
- . globes
- . maps
- . art prints
- . sound filmstrips
- . filmstrips
- . audiocassettes
- . films
- . videocassettes
- . records

1
- . reference books
- . nonfiction books

2
- . fiction books

4
- . slides
- . reel-to-reel tapes

K
- . record players
- . filmstrip viewers/projectors
- . television receivers
- . audiocassette players/recorders
- . videocassette players/recorders
- . radios
- . overhead projectors
- . film projectors
- . sound filmstrip viewers/projectors
- . simple cameras
- . computers
- . headsets and jackboxes
- . video cameras

1
- . thermal copiers
- . opaque projectors
- . instamatic cameras and copystands with prefocused lenses

4
- . slide viewers/projectors
- . reel-to-reel tape recorders

1.09 Locate and identify reference materials.

1
- pictionaries
- dictionaries
- precyclopedias
- magazines
- simple single volume reference books

2
- beginning thesaurus

3
- general encyclopedias
- card catalog
- telephone directories
- information file
- beginning atlases

4
- special encyclopedias--e.g., science, sports
- special dictionaries--e.g., biographical, geographical
- CHILDREN'S MAGAZINE GUIDE
- atlases

1.10 Identify community resources useful for recreation, information, or school assignments.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.11 Acquire additional reading, writing, listening, and viewing skills by selecting and using the following media to find information in all curricular areas.

K
- easy books
- magazines
- records
- sound books

2
- audiocassettes
- sound filmstrips
- nonfiction
- filmstrips
- study prints

3
- transparencies
- videocassettes
- fiction
- computer programs

4
- slides

2.12 Use alphabetical order, as well as indexes, subject headings, cross references, and guide words to find information. (See 1.09 and 2.11)

2.13 Follow oral and written instructions for using materials and equipment.

2.14 Operate more complex listening and/or viewing equipment and continue to use those previously introduced.

K
- records/record players
- filmstrips/filmstrip viewers
- educational television programs/television receivers
- audiocassettes/cassette players and recorders
- transparencies/overhead projectors
- headsets/jackboxes
- radios

2
- filmstrip projectors
- videocassettes/videocassette players
- computer programs/computers

3
- sound filmstrips/sound filmstrip viewers and projectors
- opaque projectors

4
- slides/slide viewers and projectors
- audio tapes/reel-to-reel recorders
- films/ film projectors
- videocassette recorders

2.15 Select pertinent information from the following features of print and nonprint materials.

K
- covers
- illustrations

1
- spines
- maps
- charts
- title pages/frames
- titles

2
- tables of contents
- captions
- indexes
- map legends
- graphs
- credits

3
- map scales
- glossaries

4
- appendixes
- bibliographies
- copyrights

2.16 Select information based on the 10 main classes of the Dewey Decimal Classification System and begin to understand the use of those numbers.

2.17 Continue to select materials in various formats from the card catalog by author, title, and subject, and by specific information on the catalog card--e.g., annotation, copyright.

2.18 Select and use print and nonprint materials based on levels of difficulty, needs and/or interest, and the advantages of format. (See 2.11)

2.19 Begin to select and use print and nonprint materials according to basic literary forms and genres.

4
- folk tales
- biographies
- mystery and detective stories
- fantasy
- poetry

2.20 Select and use special reference materials as needed. (See 1.09)

2.21 Select and use current periodicals for up-to-date information.

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.10 Follow oral instructions and comply with directions on signs in using the media center and its resources.

3.11 Demonstrate increased understanding of guide words and letters on the spines of books and pages of reference materials. Alphabetize through four letters in using the card catalog, locating materials on shelves, and finding information in materials.

3.12 Understand and use the following features of print and nonprint materials. (See 2.15)

3.13 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating books and materials.

3.14 Understand and use the card catalog to locate information by

3
- using guide letters to select correct catalog drawer
- using guide cards to locate entries in catalog drawer
- recognizing that author, title, and subject cards exist as keys for locating resources
- recognizing that author cards are filed by surnames
- disregarding "a," "an," or "the" at the beginning of an entry
- using call numbers from the card catalog to locate fiction and nonfiction
- selecting audiovisual materials by format designated in call numbers
- using key words when searching for information

4
- distinguishing readily among author, title, and subject cards
- referring to additional titles indicated by *See* and *See also*

3.15 Comprehend the advantages of certain nonprint media over others in obtaining information and preparing assignments.

3.16 Begin to gather and organize information from print, visual, and auditory sources

4
- collect and record bibliographic information
- skim or scan for specific item
- take accurate notes
- paraphrase
- put in logical order
- outline

3.17 Combine data from more than one source, print and nonprint, for brief reports and acknowledge sources in a simple, alphabetized bibliography.

3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media. (See 2.11)

3.19 Begin to distinguish facts and truths from fiction or opinion encountered in various forms of media.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.04 Follow a specified procedure for producing materials which communicate information or ideas by

1
- stating the purpose for a production activity
- preparing a written or oral plan for production--e.g., script/storyboard

4
- listing equipment and materials required for the production

4.05 Operate equipment for production and presentation

K
- audiocassette recorders
- overhead projectors

1
- simple cameras
- instamatic cameras and copystands with prefocused lenses

2
- thermal copiers

3
- opaque projectors

4
- slide projectors

4.06 Present information and creative ideas through personally designed and produced media.

K
- student-produced books
- story illustrations
- murals
- cassette tape recordings
- filmstrips for the overhead projector
- handmade transparencies
- book jackets
- bookmarkers
- puppets

1
- dioramas
- photographs
- photographic slides

2
- flannel board stories
- maps
- thermal filmstrips
- thermal transparencies

3
- charts
- graphs
- simple newspapers
- posters

4
- mobiles
- simple computer programs
- handmade slides

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.12 Select materials for pleasure and personal information as well as in conjunction with classroom assignments. (See 2.11)

5.13 Read and view more widely and discriminately following an introduction to outstanding titles of various forms and genres as well as outstanding authors, and illustrators.

5.14 Express and support opinions regarding literature read.

5.15 Communiate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.

5.16 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time.

5.17 Choose to watch television programs and motion pictures having educational value.

5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty.

5.19 Demonstrate an understanding of the rights of others in the media center, by working individually or in a group without disturbing those nearby.

5.20 Choose to share knowledge about media center use with others.

5.21 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.

5.22 Choose to assist with responsible media center.

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

1.06 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures, the learner will:

- name media center personnel
- follow oral and written instructions for using the center
- check out and return resources
- locate and identify various areas of the media center

K
- easy book
- listening/viewing
- nonprint
- magazine
- circulation
- storytelling
- large group

1
- reference
- nonfiction
- fiction
- production

1.07 After reviewing simple media terms, identify newly introduced advanced terms--e.g., periodical, bibliography.

1.08 Locate and identify more specialized resources in the media center.

K
- magazines
- newspapers
- paperbacks
- easy books
- sound books
- pictures
- study prints
- transparencies
- globes
- maps
- art prints
- sound filmstrips
- filmstrips
- audiocassettes
- films
- videocassettes
- records

1
- reference books
- nonfiction books

2
- fiction books

4
- slides
- reel-to-reel tapes

K
- record players
- filmstrip viewers/projectors
- television receivers
- audiocassette players/recorders
- videocassette players/recorders
- radios
- overhead projectors
- film projectors
- sound filmstrip viewers/projectors
- simple cameras
- computers
- headsets and jackboxes
- video cameras

1
- thermal copiers
- opaque projectors
- instamatic camera and copystands with prefocused lenses

4
- slide viewers/projectors
- reel-to-reel tape recorders

1.09 Locate and identify reference materials

1
- pictionaries
- dictionaries
- precyclopedias
- magazines
- single volume reference books

2
- beginning thesaurus

3
- general encyclopedias
- card catalog
- telephone directory
- information file
- beginning atlases

4
- special encyclopedias--e.g., science, sports
- special dictionaries--e.g., biographical, geographical
- CHILDREN'S MAGAZINE GUIDE
- atlases

5
- book of quotations
- newspapers
- thesaurus
- almanacs

1.10 Identify community resources useful for recreation, information or school assignments.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.11 Acquire additional reading, writing, listening, and viewing skills by selecting and using the following media to find information in all curricular areas:

K
- easy books
- magazines
- records
- sound books

2
- audiocassettes
- sound filmstrips
- nonfiction
- filmstrips
- study prints

3
- transparencies
- videocassettes
- fiction
- computer programs

4
- slides

2.12 Use alphabetical order, as well as indexes, subject headings, cross references, and guide words to find information. (See 1.09 and 2.11)

2.13 Follow oral and written instructions for using materials and equipment.

2.14 Operate more complex listening and/or viewing equipment and continue to use those previously introduced.

K
- records/record players
- filmstrips/filmstrip viewers
- educational television programs/television receivers
- audiocassettes/cassette players and recorders
- transparencies/overhead projectors
- headsets/jackboxes
- radios

2
- filmstrip projectors
- videocassettes/videocassette players
- computer programs/computers

3
- sound filmstrips/sound filmstrip viewers and projectors
- opaque projectors

4
- slides/slide viewers and projectors
- audiotapes/reel-to-reel recorders
- films/film projectors
- videocassette recorders

2.15 Select pertinent information from the following features of print and nonprint materials.

K
- covers
- illustrations

1
- spines
- maps
- charts
- title pages/frames
- titles

2
- tables of contents
- captions
- indexes
- map legends
- graphs
- credits

3
- map scales
- glossaries

4
- appendixes
- bibliographies
- copyrights

5
- prefaces
- introductions
- forewords

2.16 Select information based on the 10 main classes of the Dewey Decimal Classification System and begin to use divisions within the classes.

2.17 Continue to select materials in various formats from the card catalog by author, title, and subject and by specific information in the card catalog--e.g., annotation, copyright.

2.18 Select and use print and nonprint materials based on levels of difficulty, needs and/or interests, and advantages of format. (See 2.11)

2.19 Select and use print and nonprint materials according to basic literary forms and genres.

4
- folk tales
- biographies
- mystery and detective stories
- fantasy
- poetry

5
- autobiography
- science fiction
- historical fiction

2.20 Select and use special reference materials as needed. (See 1.09)

2.21 Select and use current periodicals for up-to-date information.

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.10 Follow oral instructions and comply with directions on signs in using the media center and its resources.

3.11 Demonstrate increased understanding of guide words and letters on the spines of books and pages of reference materials. Alphabetize in using the card catalog, locating materials on shelves, and finding information in materials.

3.12 Understand and use the following features of print and nonprint materials. (See 2.15)

3.13 Demonstrate an understanding of call numbers on catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections.

3.14 Understand and use the card catalog to locate information by

3
- using guide letters to select correct catalog drawer
- using guide cards to locate entries in catalog drawer
- recognizing that author, title, and subject cards exist as keys for locating resources
- recognizing that author cards are filed by surnames
- disregarding "a," "an," or "the" at the beginning of an entry
- using call numbers from the card catalog to locate fiction and nonfiction
- selecting audiovisual materials by format designated in call numbers
- using key words when searching for information

4
- distinguishing readily among author, title, or subject cards
- referring to additional titles indicated by *See* and *See also* references

3.15 Comprehend the advantages of certain nonprint media over others in obtaining information and preparing assignments.

3.16 Gather and organize information from print, visual and auditory sources

4
- collect and record bibliographic information
- skim or scan for specific items
- take accurate notes
- paraphrase
- put in logical order
- outline

3.17 Combine data from more than one source, print and nonprint, for brief reports and acknowledge sources in a simple, alphabetized bibliography.

3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media. (See 2.11)

3.19 Distinguish facts and truths from fiction or opinion encountered in various forms of media.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.04 Follow a specified procedure for producing materials which communicate information or ideas by

1
- stating the purpose for a production activity
- preparing a written or oral plan for production--e.g., script/storyboard

4
- listing equipment and materials required for the production

4.05 Operate equipment for production and presentation

K
- audiocassette recorders
- overhead projectors

1
- simple cameras
- instamatic cameras and copystands with prefocused lenses

2
- thermal copiers

3
- opaque projectors

4
- slide projectors

5
- video cameras
- videocassette recorders

4.06 Present information and creative ideas through personally designed and produced media

K
- student-produced books
- story illustrations
- murals
- cassette tape recordings
- filmstrips for the overhead projector
- handmade transparencies
- book jackets
- bookmarkers
- puppets

1
- dioramas
- photographs
- photographic slides

2
- flannel board stories
- maps
- thermal filmstrips
- thermal transparencies

3
- charts
- graphs
- simple newspapers
- posters

4
- mobiles
- simple computer programs
- handmade slides

5
- videotape recordings

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.12 Select materials for pleasure and personal information as well as in conjunction with classroom assignments. (See 2.11)

5.13 Read and view more widely and discriminately following an introduction to outstanding titles of various forms and genres as well as outstanding authors and illustrators.

5.14 Express and support opinions regarding literature read.

5.15 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.

5.16 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time.

5.17 Choose to watch television programs and motion pictures having educational value.

5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty.

5.19 Demonstrate an understanding of the rights of others in the media center, by working individually or in a group without disturbing those nearby.

5.20 Choose to share knowledge about media center use with others.

5.21 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.

5.22 Choose to assist with responsible media center tasks.

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collections.

1.06 After an introduction to media personnel, a tour of the media center, and a discussion of the center's policies and procedures, the learner will:

K
- name media center personnel
- follow oral and written instructions for using the center
- check out and return resources
- locate and identify various areas of the media center
  - easy book
  - listening/viewing
  - nonprint
  - magazine
  - circulation
  - storytelling
  - large group

1
- reference
- nonfiction
- fiction
- production

1.07 After reviewing simple media terms, identify newly introduced advanced terms -- e.g., periodical, bibliography.

1.08 Locate and identify more specialized resources in the media center.

K
- magazines
- newspapers
- paperbacks
- easy books
- sound books
- pictures
- study prints
- transparencies
- globes
- maps
- art prints
- sound filmstrips
- filmstrips
- audiocassettes
- films
- videocassettes
- records

1
- reference books
- nonfiction books

2
- fiction books

4
- slides
- reel-to-reel tapes

K
- record players
- filmstrip viewers/projectors
- television receivers
- audiocassette players/recorders
- videocassette players/recorders
- radios
- overhead projectors
- film projectors
- sound filmstrip viewers/projectors
- simple cameras
- computers
- headsets and jackboxes
- video cameras

1
- thermal copiers
- opaque projectors
- instamatic cameras and copystands with prefocused lenses

4
- slide viewers/projectors
- reel-to-reel tape recorders

6
- dry mount presses

1.09 Locate and identify reference materials.

1
- pictionaries
- dictionaries
- precyclopedias
- magazines
- single volume reference books

2
- beginning thesaurus

3
- general encyclopedias
- card catalog
- telephone directories
- information file
- beginning atlases

4
- special encyclopedias -- e.g., science, sports
- special dictionaries -- e.g., biographical, geographical
- CHILDREN'S MAGAZINE GUIDE
- atlases

5
- book of quotations
- newspapers
- thesaurus
- almanacs

6
- special indexes -- e.g., poetry
- community resource file

1.10 Identify community resources useful for recreation, information, or school assignments.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.11 Acquire additional reading, writing, listening, and viewing skills by selecting and using the following media to find information in all curricular areas:

K
- easy books
- magazines
- records
- sound books

2
- audiocassettes
- sound filmstrips
- nonfiction
- filmstrips
- study prints

3
- transparencies
- videocassettes
- fiction
- computer programs

4
- slides

2.12 Use alphabetical order, as well as indexes, subject headings, cross references, and guide words to find information. (See 1.09 and 2.11)

2.13 Follow oral and written instructions for using materials and equipment.

2.14 Operate more complex listening and/or viewing equipment and continue to use those previously introduced.

K
- records/record players
- filmstrips/filmstrip viewers
- educational television programs/television receivers
- audiocassettes/cassette players and recorders
- transparencies/overhead projectors
- headsets/jackboxes
- radios

2
- filmstrip projectors
- videocassettes/video cassette players
- computer programs/computers

3
- sound filmstrips/sound filmstrip projectors
- opaque projectors

4
- slides/slide viewers and projectors
- audiotapes/reel-to-reel recorders
- films/film projectors
- videocassette recorders

2.15 Select pertinent information from the following features of print and nonprint materials:

K
- covers
- illustrations

1
- spines
- maps
- charts
- title pages/frames
- titles

2
- tables of contents
- captions
- indexes
- map legends
- graphs
- credits

3
- map scales
- glossaries

4
- appendixes
- bibliographies
- copyright

5
- prefaces
- introductions
- forewords

2.16 Select information based on the 10 main classes of the Dewey Classification System and the divisions within the classes.

2.17 Continue to select materials in various formats from the card catalog by author, title, and subject and by specific information on the card catalog -- e.g., annotation, copyright.

2.18 Select and use print and nonprint materials based on level of difficulty, needs and/or interests, and advantages of format. (See 2.11)

2.19 Select and use print and nonprint materials according to basic literary forms and genres.

4
- folktales
- biographies
- mystery and detective stories
- fantasy
- poetry

5
- autobiography
- science fiction
- historical fiction

6
- drama
- myths and legends
- journalism
- broadcast journalism

2.20 Select and use special reference materials as needed. (See 1.09)

2.21 Select and use current periodicals for up-to-date information.

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.10 Follow oral instructions and comply with directions on signs in using the media center and its resources.

3.11 Demonstrate increased understanding of guide words and letters on the spines of books and pages of reference materials. Alphabetize in using the card catalog, locating materials on shelves, and finding information in materials.

3.12 Understand and use the following features of print and nonprint materials. (See 2.15)

3.13 Demonstrate an understanding of call numbers on card catalog cards, spines of books, and labels on nonprint media by locating fiction, nonfiction, and special collections.

3.14 Understand and use the card catalog to locate information by:

3
- using guide letters to select correct catalog drawer
- using guide cards to locate entries in catalog drawers
- recognizing that author, title, and subject cards exist as keys for locating resources
- recognizing that author cards are filed by surnames
- disregarding "a," "an," or "the" at the beginning of an entry
- using call numbers from the card catalog to locate fiction and nonfiction
- selecting audiovisual materials by format designated in call numbers
- using key words when searching for information

4
- distinguishing readily among author, title, or subject cards
- referring to additional titles indicated by *See* and *See also* references

6
- applying the rule that "nothing precedes something" -- e.g., "BIRDS" precedes "BIRDS OF PREY"
- originating alternative key words for those not appearing in the card catalog

3.15 Comprehend the advantages of certain nonprint media over others in obtaining information and preparing assignments.

3.16 Gather and organize information from print, visual, and auditory sources.

4
- collect and record bibliographic information
- skim or scan for specific items
- take accurate notes
- paraphase
- put in logical order
- outline

6
- generalize
- summarize without plagiarizing

3.17 Combine data from more than one source, print and nonprint, for brief reports and acknowledge sources in simple, alphabetized bibliography.

3.18 Apply reading, writing, listening, and viewing skills to identify and define sequences, main ideas, relationships, and specific information in a variety of media.

3.19 Distinguish facts and truths from fiction, opinion, or propaganda encountered in various forms of media.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.04 Follow a specified procedure for producing materials which communicate information or ideas by:

1
- stating the purpose for a production activity
- preparing a written or oral plan for production -- e.g., script/storyboard

4
- listing equipment and materials required for the production

4.05 Operate equipment for production and presentation.

K
- audiocassette recorders
- overhead projectors

1
- simple cameras
- instamatic cameras and copystands with prefocused lenses

2
- thermal copiers

3
- opaque projectors

4
- slide projectors

5
- video cameras
- videocassette recorders

6
- dry mount presses
- reel-to-reel tape recorders

4.06 Present information and creative ideas through personally designed and produced media.

K
- student-produced books
- story illustrations
- murals
- cassette tape recordings
- filmstrips for the overhead projector
- handmade transparencies
- book jackets
- bookmarkers
- puppets

1
- dioramas
- photographs
- photographic slides

2
- flannel board stories
- maps
- thermal filmstrips
- thermal transparencies

3
- charts
- graphs
- simple newspapers
- posters

4
- mobiles
- simple computer programs
- handmade slides

5
- videotape recordings

6
- dry mounted graphics
- black and white photographs (developed/processed by student)
- sound/slide or sound filmstrip presentations

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.12 Select materials for pleasure and personal information as well as in conjunction with classroom assignments. (See 2.11)

5.13 Read and view more widely and discriminately following an introduction to outstanding titles of various forms and genres as well as outstanding authors and illustrators.

5.14 Express and support opinions regarding literature read.

5.15 Communicate to others personal enjoyment of pleasurable experiences in reading, listening, and viewing.

5.16 Choose to browse through current newspapers, magazines, books, paperbacks, and other media during leisure time.

5.17 Choose to watch television programs and motion pictures having educational value.

5.18 Demonstrate respect for ownership rights and exhibit intellectual honesty.

5.19 Demonstrate an understanding of the rights of others in the media center, by working individually or in a group without distrubing those nearby.

5.20 Choose to share knowledge about media center use with others.

5.21 Treat the facility, materials, and equipment with care and show respect for media personnel when using the media center independently or in groups.

5.22 Choose to assist with responsible media center tasks.

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GRADE 7

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and procedures required to use the center and its collections.

1.11 New students will be oriented to media personnel, physical arrangement of the media center, and its policies.

1.12 Define specialized media terms after being introduced to them:

- abridged/unabridged
- acetate
- annotation
- audio
- autobiography
- bibliography
- biography
- circulation
- collective biography
- cross reference
- editorial
- fine
- format
- index (specialized reference source)
- information file
- integrated catalog
- legend
- media
- media center
- media coordinator
- nonprint
- oral
- periodical
- plagiarize
- production
- projection pen
- reserve book
- script
- "See" and "See also"
- storyboard
- tracing
- video
- visual

1.13 *Locate and identify the school's media equipment:

K-6
- overhead projectors
- opaque projectors
- film projectors
- instamatic cameras and copystands with prefocused lenses
- cassette recorders with automatic sync
- slide projectors
- thermal copiers
- videocassette recorders
- video cameras
- computers

7
- copy machines
- microform equipment
- lettering devices

*introduce as soon as available or as the need arises

1.14 Locate and identify reference tools--e.g.,

- GRANGER'S INDEX TO POETRY
- SOMETHING ABOUT THE AUTHOR
- JUNIOR BOOK OF AUTHORS
- STATESMAN'S YEAR BOOK
- WORLD ALMANAC AND BOOK OF FACTS
- DICTIONARY OF OCCUPATIONAL TITLES
- PRAEGER ENCYCLOPEDIA OF ART
- NEW ENCYCLOPEDIA OF SPORTS
- THE AMERICAN MEDICAL ASSOCIATION'S HANDBOOK OF FIRST AID AND EMERGENCY CARE
- LANDS AND PEOPLES
- WORLDMARK ENCYCLOPEDIA OF THE NATIONS
- COUNTRIES OF THE WORLD AND THEIR LEADERS YEARBOOK, 19__
- NATIONAL GEOGRAPHIC INDEX
- NEW BOOK OF POPULAR SCIENCE
- YOUNG PEOPLE'S SCIENCE ENCYCLOPEDIA

- Travel guides to various countries--e.g., Fodor's
- Atlas
- Community Resource File

1.15 Locate and identify community resources such as the public library and other special library reference resources.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.22 Acquire and use more advanced skills in reading, writing, listening, and viewing to find information in all curricular areas.

2.23 Demonstrate competency in the use of alphabetical order, subject headings, cross-references, and guide words to find information in dictionaries, indexes, encyclopedias, and the card catalog.

2.24 Follow oral and written instructions for using materials and equipment.

2.25 Operate equipment identified in performance indicator 1.13.

2.26 Find specific information in special elements of materials such as bibliographies, footnotes, and legends and scales.

2.28 Increase and strengthen information retrieval skills.

2.29 Select and use print and nonprint materials that are accurate, authoritative, and current.

2.30 Select and use materials based on an understanding of finer distinctions among literary forms and genres:

K-6
- science fiction
- fantasy
- mystery and suspense
- historical fiction
- drama

7
- editorial
- contemporary fiction

2.31 Exhibit competency in selecting and using, for special reference needs, sources listed in performance indicator 1.14.

2.32 Select and use a wider variety of current periodicals for up-to-date information.

2.33 Select and use a combination of relevant materials in a variety of formats and disciplines in developing a research topic.

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.20 Develop greater independence in using all media resources.

3.21 Demonstrate increased proficiency in alphabetizing, including word-by-word and letter-by-letter arrangements.

3.22 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media--e.g., photograph captions, paragraph headings, annotations.

3.23 Demonstrate growing understanding of call numbers on catalog cards, special designations--e.g., NC, R, P, and decimals.

3.24 Use the card catalog more comprehensively as an index to print and nonprint resources by understanding and using:

- tracings
- "See" and "See also"
- word-by-word order
- annotation
- integrated catalog
- special filing rules--e.g., U.S.-HISTORY
- notes--e.g., contents note
- subheadings

3.25 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects.

3.26 Gather and organize information from print, visual, auditory, and electronic resources as follows:

- . collect and record bibliographic information
- . skim or scan for specific item
- . take accurate notes
- . paraphrase
- . put in logical order
- . outline
- . generalize
- . summarize without plagiarizing

3.27 Combine selected data from print and nonprint materials, including current sources.

3.28 Apply more critical reading, writing, listening, and viewing skills in identifying and defining sequences, main ideas, relationships, and specific information in increasingly complex media.

3.29 Identify and define biased and stereotyped presentations encountered in various media and recognize some obvious behavioral influences of mass media--e.g., national popularity of products promoted in clever television commercials.

3.30 Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.07 Follow a specified procedure for producing materials which communicate information or ideas using the Six Step Process:

1. Choose a topic
2. Research
3. Organize
4. Script/Storyboard
5. Produce
6. Evaluate

4.08 Operate equipment needed for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copystands, projectors, and lettering devices.

4.09 Present information and creative ideas through personally designed and produced media, such as: audiocassettes and tapes, thermal transparencies, photographs, slides, sound/slide programs, videotapes, computer programs or computerized graphic production.

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.23 Use opportunities provided to select materials for pleasure and personal information as well as in conjunction with classroom assignments.

5.24 Discuss literary merits of classic titles and use opportunities provided for reading and viewing more selectively after being introduced to award-winning titles, classics and other outstanding literary selections, such as:

- Pulitzer Prize winners
- National Book Award
- O'Henry Short Story Award
- Tony Award
- Nebula Award
- Newbery Award
- ALA Outstanding List for Young Adults

5.25 Use opportunities provided to express and support opinions regarding literature read, as well as analyze literature, including plot, character, setting, etc., such as in:

- discussion groups
- contests
- activities
- displays
- advertisements

5.27 Use opportunities provided to browse through current newspapers, magazines, books, paperbacks, and other media.

5.28 Use opportunities provided to apply critical viewing skills to determine strengths and weaknesses in television programs and film productions.

5.29 Demonstrate respect for ownership rights and exhibit intellectual honesty.

5.30 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby.

5.31 Use opportunities provided to share knowledge in using the media center with others.

5.32 Exhibit behavior which shows respect for media personnel, facility, materials, and equipment.

5.33 Use opportunities provided to assist with responsible media center tasks.

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GRADE 8

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and procedures required to use the center and its collections.

1.11 New students will be oriented to media personnel, physical arrangement of the media center, and its policies.

1.12 Define specialized media terms after being introduced to them:

7
- abridged/unabridged
- acetate
- annotation
- audio
- autobiography
- bibliography
- biography
- circulation
- collective biography
- cross reference
- editorial
- fine
- format
- index (specialized reference source)
- information file
- integrated catalog
- legend
- media
- media center
- media coordinator
- nonprint
- oral

7
- periodical
- plagiarize
- production
- projection pen
- reserve book
- script
- "See" and "See also"
- storyboard
- tracing
- video
- visual

8
- back issue
- book review
- citation
- courseware
- entry
- hardware
- paraphrase
- propaganda
- pseudonym
- software

1.13 *Locate and identify the school's media equipment:

K-6
- overhead projectors
- opaque projectors
- film projectors
- instamatic cameras and copystands with prefocused lenses
- cassette recorders with automatic sync
- slide projectors
- thermal copiers
- videocassette recorders
- video cameras
- computers

7
- copy machines
- microform equipment
- lettering devices

8
- 35mm cameras
- portable public address system

*introduce as soon as available or as the need arises

1.14 Locate and identify reference tools--e.g.,

7

- GRANGER'S INDEX TO POETRY
- SOMETHING ABOUT THE AUTHOR
- JUNIOR BOOK OF AUTHORS
- STATESMAN'S YEAR BOOK
- WORLD ALMANAC AND BOOK OF FACTS
- DICTIONARY OF OCCUPATIONAL TITLES
- PRAEGER ENCYCLOPEDIA OF ART
- NEW ENCYCLOPEDIA OF SPORTS
- THE AMERICAN MEDICAL ASSOCIATION'S HANDBOOK OF FIRST AID AND EMERGENCY CARE
- LANDS AND PEOPLES
- WORLDMARK ENCYCLOPEDIA OF THE NATIONS
- COUNTRIES OF THE WORLD AND THEIR LEADERS YEARBOOK, 19__
- NATIONAL GEOGRAPHIC INDEX
- NEW BOOK OF POPULAR SCIENCE
- YOUNG PEOPLE'S SCIENCE ENCYCLOPEDIA

- Travel guides to various countries--e.g., Fodor's
- Atlas
- Community Resource File

8

- ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE
- CURRENT BIOGRAPHY
- BARTLETT'S FAMILIAR QUOTATIONS
- AMERICAN AUTHORS
- DICTIONARY OF AMERICAN BIOGRAPHY
- DICTIONARY OF AMERICAN HISTORY
- ATLAS OF AMERICAN HISTORY
- THE PEOPLE'S CHRONOLOGY: A YEAR-BY-YEAR RECORD OF HUMAN EVENTS FROM PREHISTORY TO THE PRESENT
- EBONY PICTORIAL HISTORY OF BLACK AMERICA
- NEGRO ALMANAC: A REFERENCE WORK ON THE BLACK AMERICAN
- STATISTICAL ABSTRACT OF THE U.S.
- OCEAN WORLD ENCYCLOPEDIA

- Peterson Field Guide Series
- N.C. atlas
- N.C. gazetteer
- Rhyming dictionary

1.15 Locate and identify community resources such as the public library and other special library reference resources.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

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- historical fiction
- drama

7
- editorial
- contemporary fiction

8
- short story

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- annotation
- integrated catalog
- special filing rules--e.g., U.S.- HISTORY
- notes--e.g., contents note
- subheadings

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3.26 Gather and organize information from print, visual, auditory, and electronic resources as follows:

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- collect and record bibliographic information
- skim or scan for specific item
- take accurate notes
- paraphrase
- put in logical order
- outline
- generalize
- summarize without plagiarizing

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3.30 Compare and contrast points of view from at least two sources selected from print, visual, and auditory resources.

GOAL IV. PRODUCTION AND PRESENTATION

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1. Choose a topic
2. Research
3. Organize
4. Script/Storyboard
5. Produce
6. Evaluate

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4.09 Present information and creative ideas through personnally designed and produced media, such as: audiocassettes and tapes, thermal transparencies, photographs, slides, sound/slide programs, videotapes, computer programs or computerized graphic production.

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

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- National Book Award
- O'Henry Short Story Award
- Tony Award
- Nebula Award
- Newbery Award
- ALA Outstanding List for Young Adults

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- contests
- activities
- displays
- advertisements

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5.28 Use opportunities provided to apply critical viewing skills to determine strengths and weaknesses in television programs and film productions.

5.29 Demonstrate respect for ownership rights and exhibit intellectual honesty.

5.30 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby.

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EDUCATION BLDG., ROOM 252
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GRADE 9

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and procedures required to use the center and its collections.

1.11 New students will be oriented to media personnel, physical arrangement of the media center, and its policies.

1.12 Define specialized media terms after being introduced to them:

7
- abridged/unabridged
- acetate
- annotation
- audio
- autobiography
- bibliography
- biography
- circulation
- collective biography
- cross reference
- editorial
- fine
- format
- index (specialized reference source)
- information file
- integrated catalog
- legend

7
- media
- media center
- media coordinator
- nonprint
- oral
- periodical
- plagiarize
- production
- projection pen
- reserve book
- script
- "See" and "See also"
- storyboard
- tracing
- video
- visual

8
- back issue
- book review
- citation
- courseware
- entry
- hardware
- paraphrase
- propaganda
- pseudonym
- software

9
- book detection device
- handbook
- microform
  - microfiche
  - ultra microfiche
  - microfilm
  - reader-printer
- novel (fiction)

1.13 *Locate and identify the school's media equipment:

K-6
- overhead projectors
- opaque projectors
- film projectors
- instamatic cameras and copystands with prefocused lenses
- cassette recorders with automatic sync
- slide projectors
- thermal copiers
- videocassette recorders
- video cameras
- computers

7
- copy machines
- microform equipment
- lettering devices

8
- 35mm cameras
- portable public address system

*introduce as soon as available or as the need arises

1.14 Locate and identify reference tools--e.g.,

7
- GRANGER'S INDEX TO POETRY
- SOMETHING ABOUT THE AUTHOR
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- PRAEGER ENCYCLOPEDIA OF ART
- NEW ENCYCLOPEDIA OF SPORTS
- THE AMERICAN MEDICAL ASSOCIATION'S HANDBOOK OF FIRST AID AND EMERGENCY CARE
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- NATIONAL GEOGRAPHIC INDEX
- NEW BOOK OF POPULAR SCIENCE
- YOUNG PEOPLE'S SCIENCE ENCYCLOPEDIA

- Travel guides to various countries--e.g., Fodor's
- Atlas
- Community Resource File

8
- ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE
- CURRENT BIOGRAPHY
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- OCEAN WORLD ENCYCLOPEDIA

- Peterson Field Guide Series
- N.C. atlas
- N.C. gazetteer
- Rhyming dictionary

9
- MCGRAW-HILL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY
- VAN NOSTRAND'S SCIENTIFIC ENCYCLOPEDIA
- ASIMOV'S BIOGRAPHICAL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY
- SIMON AND SCHUSTER ENCYCLOPEDIA OF WORLD WAR II
- AMERICAN DESTINY
- OXFORD COMPANION TO AMERICAN HISTORY
- AMERICAN HERITAGE and INDEX (Periodical)
- THE ANNALS OF AMERICA
- TWENTIETH CENTURY AUTHORS

1.14 (continued)

9
- WHO'S WHO ...
- LITERARY TERMS: A DICTIONARY
- THE READER'S ENCYCLOPEDIA
- Foreign language dictionaries
- style manual
- microforms--e.g., NEW YORK TIMES GREAT EVENTS

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7
- editorial
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8
- short story

9
- documentary
- novel

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GRADE 10

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and procedures required to use the center and its collections.

1.16 New students will be oriented to media personnel, physical arrangement of the media center, and its policies.

1.17 Define a comprehensive list of media terms after being introduced to them:

7
- abridged/unabridged
- acetate
- annotation
- audio
- autobiography
- bibliography
- biography
- circulation
- collective biography
- cross reference
- editorial
- fine
- format
- index (specialized reference source)
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- media
- media center
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- nonprint
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- periodical
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- back issue
- book review
- citation
- courseware
- entry
- hardware
- paraphrase
- propaganda
- pseudonym
- software

9
- book detection device
- handbook
- microform
  - microfiche
  - ultra microfiche
  - microfilm
  - reader-printer
- novel (fiction)

10
- critique
- footnote
- information retrieval
- interlibrary loan
- serial

1.18 *Locate and identify the school's media equipment:

K-6
- overhead projectors
- opaque projectors
- film projectors
- instamatic cameras and copystands with prefocused lenses
- cassette recorders with automatic sync
- slide projectors
- thermal copiers
- videocassette recorders
- video cameras
- computers

7
- copy machines
- microform equipment
- lettering devices

8
- 35mm cameras
- portable public address system

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*introduce as soon as available or as the need arises

1.19 (continued)

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- microforms--e.g., NEW YORK TIMES GREAT EVENTS

10
- FACTS ON FILE
- NEW YORK TIMES INDEX
- CHRISTIAN SCIENCE MONITOR and INDEX
- SIRS
- EDITORIALS ON FILE
- SHORT STORY INDEX
- BRITISH AUTHORS
- CONTEMPORARY LITERARY CRITICISM
- SCRIBNER'S SCIENCE ENCYCLOPEDIA
- DORLAND'S MEDICAL DICTIONARY: SHORTER EDITION

- Computer accessed data banks

1.20 Locate and identify community resources such as the public library and other special library reference resources.

GOAL II. SELECTION AND UTILIZATION

The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

2.34 Acquire and use more advanced skills in reading, writing, listening, and viewing to find information in all curricular areas.

2.35 Demonstrate proficiency in alphabetizing and using subject headings, cross-references, and guide words needed to find information.

2.36 Follow oral and written instructions for using materials and equipment.

2.37 Operate equipment identified in performance indicator 1.18.

2.38 Exhibit greater competency in isolating and extracting increasingly specialized information from all components of print and nonprint media.

2.40 Increase and strengthen information retrieval skills.

2.41 Show increased proficiency in using the following evaluative criteria when selecting and using print and nonprint materials: level of difficulty, relevance, accuracy, authoritativeness, authenticity, and advantages of format.

2.42 Select and use materials based on an understanding of finer distinctions among literary forms and genres:

K-6
- science fiction
- fantasy
- mystery and suspense
- historical fiction
- drama

7
- editorial
- contemporary fiction

8
- short story

9
- documentary
- novel

10
- satire
- critical essay
- sonnet

2.43 Show capability in selecting and using a comprehensive range of research tools such as those listed in performance indicator 1.19.

2.44 Evaluate important issues with increased critical skills through selecting and using a variety of current periodicals expressing different viewpoints.

2.45 Show proficiency in selecting and using a combination of materials in a variety of formats and disciplines related to a specific topic.

GOAL III. COMPREHENSION AND APPLICATION

The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

3.31 Develop greater independence in using all media resources.

3.32 Demonstrate increased proficiency in alphabetizing, including word-by-word and letter-by-letter arrangements.

3.33 Refine skills necessary for scanning and extracting relevant information from various features of print and nonprint media--e.g., photograph captions, paragraph headings, annotations.

3.34 Demonstrate a sound understanding of call numbers on catalog cards, special designations--e.g., NC, R, P, and decimals.

3.35 Use the card catalog more comprehensively as an index to print and nonprint resources by understanding and using:

7
- tracings
- "See" and "See also"
- word-by-word order
- annotation
- integrated catalog
- special filing rules--e.g., U.S.-HISTORY
- notes--e.g., contents note
- subheadings

10
- analytical entries
- master file
- SEARS' LIST OF SUBJECT HEADINGS (to provide more precise subheadings)
- subject indexes for on-line computer search
- locating serials by the card catalog--e.g., BEST SHORT STORIES OF 19__

3.36 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects.

3.37 Demonstrate greater independence in applying research skills needed to gather and organize information properly for written, oral, and multimedia presentations, as follows:

- collect and record bibliographic information
- skim or scan for specific item
- take accurate notes
- paraphrase
- put in logical order
- outline
- generalize
- summarize without plagiarizing

3.38 Combine selected data from a variety of complex media in concluding an indepth research paper, crediting ideas as well as specific facts in complete footnotes and bibliographies conforming to an authoritative style manual.

3.39 Apply more critical reading, writing, listening, and viewing skills in identifying and defining sequences, main ideas, relationships, and specific information in increasingly complex media.

3.40 Identify and define biased and stereotyped presentations encountered in various media and recognize some obvious behavioral influences of mass media--e.g., national popularity of products promoted in clever television commercials.

3.41 Compare and contrast points of view from several sources and diverse formats.

GOAL IV. PRODUCTION AND PRESENTATION

The learner will design, produce, and/or select a variety of media formats to present information.

4.10 Follow a specified procedure for producing materials which communicate information or ideas using the Six Step Process:

1. Choose a topic
2. Research
3. Organize
4. Script/Storyboard
5. Produce
6. Evaluate

4.11 Operate equipment needed for production and presentation, such as: cassette recorders, overhead projectors, reel-to-reel tape recorders, thermal copiers, cameras, copystands, projectors, and lettering devices.

4.12 Present information and creative ideas through personally designed and produced media, such as: audiocassettes and tapes, thermal transparencies, photographs, slides, sound/slide programs, videotapes, computer programs or computerized graphic production.

GOAL V. APPRECIATION

The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

5.34 Use opportunities provided to select materials for pleasure and personal information as well as in conjunction with classroom assignments.

5.35 Discuss literary merits of classic titles and use opportunities provided for reading and viewing more selectively after being introduced to award-winning titles, classics and other outstanding literary selections, such as:

. Pulitzer Prize winners
. National Book Award
. O'Henry Short Story Award
. Tony Award
. Nebula Award
. Newbery Award
. ALA Outstanding List for Young Adults

5.36 Use opportunities provided to express and support opinions regarding literature read, as well as analyze literature, including plot, character, setting, etc., such as in:

- discussion groups
- contests
- activities
- displays
- advertisements

5.38 Use opportunities provided to browse through current newspapers, magazines, books, paperbacks, and other media.

5.39 Use opportunities provided to apply critical viewing skills to determine strengths and weaknesses in television programs and film productions.

5.40 Demonstrate respect for ownership rights and exhibit intellectual honesty.

5.41 Demonstrate a concern for the rights of others, while performing study tasks in the media center, by working individually or in a group without disturbing those nearby.

5.42 Use opportunities provided to share knowledge in using the media center with others.

5.43 Exhibit behavior which shows respect for media personnel, facility, materials, and equipment.

5.44 Use opportunities provided to assist with responsible media center tasks.

DIVISION OF SCHOOL MEDIA PROGRAMS
EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GRADE 11

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and procedures required to use the center and its collections.

1.16 New students will be oriented to media personnel, physical arrangement of the media center, and its policies.

1.17 Define a comprehensive list of media terms after being introduced to them:

7
- abridged/unabridged
- acetate
- annotation
- audio
- autobiography
- bibliography
- biography
- circulation
- collective biography
- cross reference
- editorial
- fine
- format
- index (specialized reference source)
- information file
- integrated catalog
- legend
- media
- media center
- media coordinator
- nonprint
- oral
- periodical
- plagiarize
- production
- projection pen
- reserve book
- script
- "See" and "See also"
- storyboard
- tracing
- video
- visual

8
- back issue
- book review
- citation
- courseware
- entry
- hardware
- paraphrase
- propaganda
- pseudonym
- software

9
- book detection device
- handbook
- microform
  - microfiche
  - ultra microfiche
  - microfilm
  - reader-printer
- novel (fiction)

10
- critique
- footnote
- information retrieval
- interlibrary loan
- serial

11
- précis

1.18 *Locate and identify the school's media equipment:

K-6
- overhead projectors
- opaque projectors
- film projectors
- instamatic cameras and copystands with prefocused lenses
- cassette recorders with automatic sync
- slide projectors
- thermal copiers
- videocassette recorders
- video cameras
- computers

7
- copy machines
- microform equipment
- lettering devices

8
- 35mm cameras
- portable public address system

1.19 Locate and identify reference tools--e.g.,

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- GRANGER'S INDEX TO POETRY
- SOMETHING ABOUT THE AUTHOR
- JUNIOR BOOK OF AUTHORS
- STATESMAN'S YEAR BOOK
- WORLD ALMANAC AND BOOK OF FACTS
- DICTIONARY OF OCCUPATIONAL TITLES
- PRAEGER ENCYCLOPEDIA OF ART
- NEW ENCYCLOPEDIA OF SPORTS
- THE AMERICAN MEDICAL ASSOCIATION'S HANDBOOK OF FIRST AID AND EMERGENCY CARE
- LANDS AND PEOPLES
- WORLDMARK ENCYCLOPEDIA OF THE NATIONS
- COUNTRIES OF THE WORLD AND THEIR LEADERS YEARBOOK, 19__
- NATIONAL GEOGRAPHIC INDEX
- NEW BOOK OF POPULAR SCIENCE
- YOUNG PEOPLE'S SCIENCE ENCYCLOPEDIA

- Travel guides to various countries--e.g., Fodor's
- Atlas
- Community Resource File

8
- ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE
- CURRENT BIOGRAPHY
- BARTLETT'S FAMILIAR QUOTATIONS
- AMERICAN AUTHORS
- DICTIONARY OF AMERICAN BIOGRAPHY
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- ATLAS OF AMERICAN HISTORY
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- STATISTICAL ABSTRACT OF THE U.S.
- OCEAN WORLD ENCYCLOPEDIA

*introduce as soon as available or as the need arises

1.19 (continued)

8
- Peterson Field Guide Series
- N.C. atlas
- N.C. gazetteer
- Rhyming dictionary

9
- MCGRAW-HILL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY
- VAN NOSTRAND'S SCIENTIFIC ENCYCLOPEDIA
- ASIMOV'S BIOGRAPHICAL ENCYCLOPEDIA OF SCIENCE AND TECHNOLOGY
- SIMON AND SCHUSTER ENCYCLOPEDIA OF WORLD WAR II
- AMERICAN DESTINY
- OXFORD COMPANION TO AMERICAN HISTORY
- AMERICAN HERITAGE AND INDEX (Periodical)
- THE ANNALS OF AMERICA
- TWENTIETH CENTURY AUTHORS
- WHO'S WHO ...
- LITERARY TERMS: A DICTIONARY
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- Foreign language dictionaries
- style manual
- microforms--e.g., NEW YORK TIMES GREAT EVENTS

10
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- SIRS
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- BRITISH AUTHORS
- CONTEMPORARY LITERARY CRITICISM
- SCRIBNER'S SCIENCE ENCYCLOPEDIA
- DORLAND'S MEDICAL DICTIONARY: SHORTER EDITION

- Computer accessed data banks

11
- LOVEJOY'S COLLEGE GUIDE
- TWENTIETH CENTURY AUTHORS
- TWAYNE'S UNITED STATES AUTHORS SERIES
- NEW GROVE DICTIONARY OF MUSIC AND MUSICIANS
- UNIVERSAL ENCYCLOPEDIA OF MATHEMATICS
- GREAT BOOKS OF THE WESTERN WORLD

- Drama index
- Art index
- Specialized handbooks and dictionaries
- Contemporary issues

1.20 Locate and identify community resources such as the public library and other special library reference resources.

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- novel

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- satire
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- sonnet

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- "See" and "See also"
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- integrated catalog
- special filing rules--e.g., U.S.-HISTORY
- notes--e.g., contents note
- subheadings

10
- analytical entries
- master file
- SEARS' LIST OF SUBJECT HEADINGS
  (to provide more precise subheadings)
- subject indexes for on-line computer search
- locating serials by the card catalog--e.g., BEST SHORT STORIES OF 19__

3.36 Use more sophisticated and diverse multimedia, selecting those best suited by their special properties and adapting them appropriately to complete assignments and produce projects.

3.37 Demonstrate greater independence in applying research skills needed to gather and organize information properly for written, oral, and multi-media presentations, as follows:

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- take accurate notes
- paraphrase
- put in logical order
- outline
- generalize
- summarize without plagiarizing

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EDUCATION BLDG., ROOM 252
RALEIGH, NORTH CAROLINA 27611

GRADE 12

GOAL I. ORIENTATION AND ORGANIZATION

The learner will demonstrate a working knowledge of the media center's organization and procedures required to use the center and its collections.

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- abridged/unabridged
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- annotation
- audio
- autobiography
- bibliography
- biography
- circulation
- collective biography
- cross reference
- editorial
- fine
- format
- index (specialized reference source)
- information file
- integrated catalog
- legend
- media
- media center
- media coordinator
- nonprint
- oral
- periodical
- plagiarize
- production
- projection pen
- reserve book
- script
- "See" and "See also"
- storyboard
- tracing
- video
- visual

8
- back issue
- book review
- citation
- courseware
- entry
- hardware
- paraphrase
- propaganda
- pseudonym
- software

9
- book detection device
- handbook
- microform
  - microfiche
  - ultra microfiche
  - microfilm
  - reader-printer
- novel (fiction)

10
- critique
- footnote
- information retrieval
- interlibrary loan
- serial

11
- précis

1.18 *Locate and identify the school's media equipment:

K-6
- overhead projectors
- opaque projectors
- film projectors
- instamatic cameras and copystands with prefocused lenses
- cassette recorders with automatic sync
- slide projectors
- thermal copiers
- videocassette recorders
- video cameras
- computers

7
- copy machines
- microform equipment
- lettering devices

8
- 35mm cameras
- portable public address system

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- travel guides to various countries--e.g., Fodor s
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*introduce as soon as available or as the need arises

1.19 (continued)

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- SEARS' LIST OF SUBJECT HEADINGS
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- subject indexes for on-line computer search
- locating serials by the card catalog--e.g., BEST SHORT STORIES OF 19__

12
- Library of Congress cataloging system

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